



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2008
Code: 10931294
SAU: Litchfield School Department
School: Libby-Tozier School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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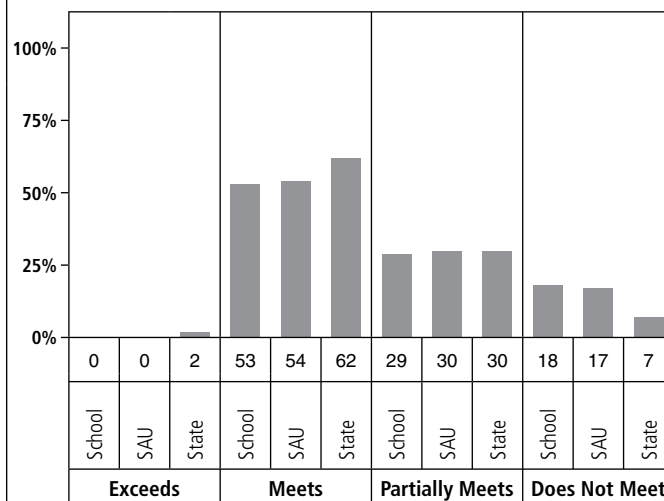
SUMMARY OF SCORES

Test Date: March 2008
Grade: 3
SAU: Litchfield School Department
School: Libby-Tozier School

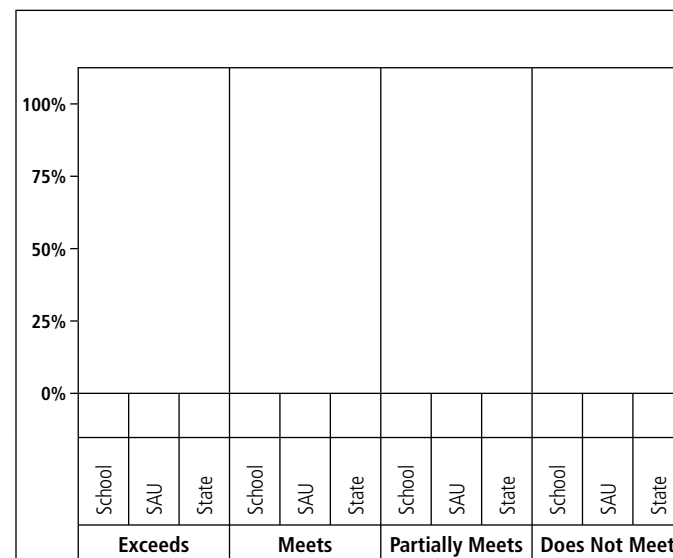
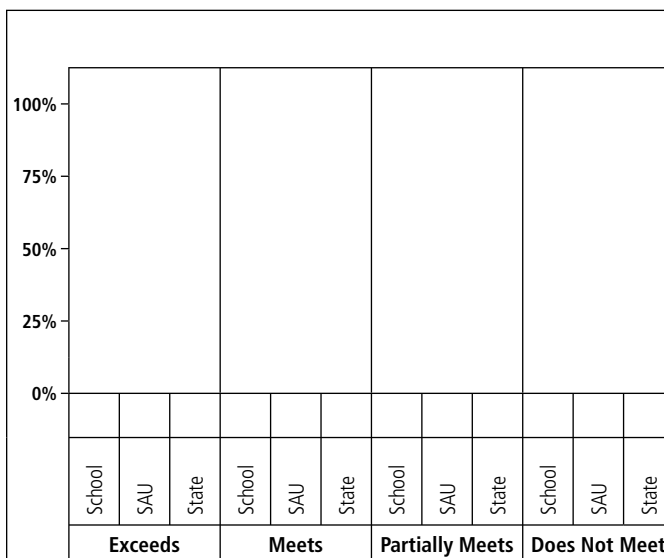
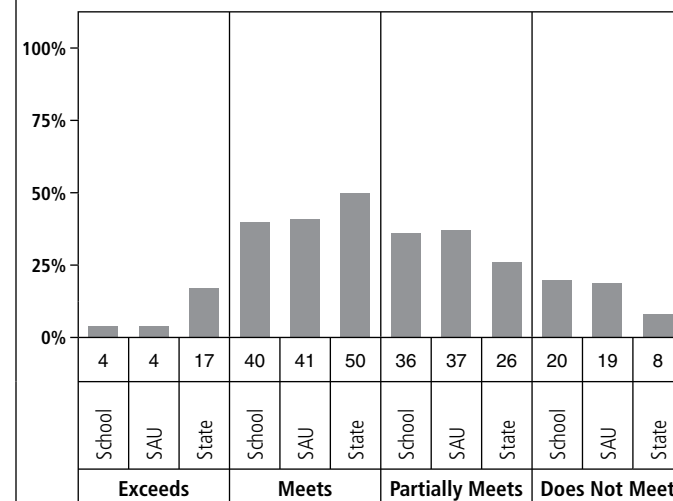
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading 2005–2006 2006–2007 2007–2008 Cum. Avg. *	341	344	345
		343	345
		341	344
		343	345
Mathematics 2005–2006 2006–2007 2007–2008 Cum. Avg. *	338	337	344
		337	347
		338	347
		337	346

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
Grade: 3
SAU: Litchfield School Department
School: Libby-Tozier School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	55	100	54	100	13803	100	55	100	54	100	13714	99	55	100	54	100	13710	99												
Ethnicity African American/Black	2	4	2	4	399	3	2	100	2	100	391	98	2	100	2	100	392	98												
American Indian or Native Alaskan	0	0	0	0	116	1	0	0	0	0	114	99	0	0	0	0	114	99												
Asian or Pacific Islander	0	0	0	0	210	2	0	0	0	0	205	98	0	0	0	0	206	98												
Hispanic	1	2	1	2	162	1	1	100	1	100	158	98	1	100	1	100	159	98												
Caucasian/White	52	95	51	94	12916	94	52	100	51	100	12846	100	52	100	51	100	12839	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	10	18	9	17	2358	17	10	100	9	100	2333	99	10	100	9	100	2329	99												
Current LEP	0	0	0	0	371	3	0	0	0	0	357	96	0	0	0	0	361	98												
Economically disadvantaged	24	44	23	43	5584	40	24	100	23	100	5535	99	24	100	23	100	5530	99												
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	47	85	47	87	10650	77	47	85	47	87	10678	77												
Identified disability (PET/IEP)	2	4	2	4	475	4	2	4	2	4	479	4												
LEP	0	0	0	0	151	1	0	0	0	0	149	1												
504 plan	0	0	0	0	83	1	0	0	0	0	85	1												
Participation with accommodations	8	15	7	13	2936	21	8	15	7	13	2911	21												
Identified disability (PET/IEP)	8	100	7	100	1735	59	8	100	7	100	1729	59												
LEP	0	0	0	0	197	7	0	0	0	0	208	7												
504 plan	0	0	0	0	49	2	0	0	0	0	47	2												
Other	0	0	0	0	986	34	0	0	0	0	958	33												
Participation through alternate assessment (PAAP)	0	0	0	0	123	1	0	0	0	0	121	1												
Identified disability (PET/IEP)	0	0	0	0	123	100	0	0	0	0	121	100												
LEP	0	0	0	0	4	3	0	0	0	0	4	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	9	0	0	0	0	0	12	0												
Non-participation – other	0	0	0	0	80	1	0	0	0	0	81	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 3
SAU: Litchfield School Department
School: Libby-Tozier School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006			1	2	352	3
	2006-2007			0	0	332	2
	2007-2008	0	0	0	0	227	2
	Cum. Total*			1	1	911	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006			27	63	8641	62
	2006-2007			20	54	8691	63
	2007-2008	29	53	29	54	8403	62
	Cum. Total*			76	57	25735	62
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006			13	30	3671	27
	2006-2007			14	38	3781	27
	2007-2008	16	29	16	30	4018	30
	Cum. Total*			43	32	11470	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006			2	5	1163	8
	2006-2007			3	8	1021	7
	2007-2008	10	18	9	17	938	7
	Cum. Total*			14	10	3122	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	46	100	24.7	53.7	25.0	54.3	27.6	60.0
Literary Text	23	50	12.9	56.1	13.1	57.0	14.1	61.3
Informational Text	23	50	11.8	51.3	12.0	52.2	13.5	58.7

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 3
 SAU: Litchfield School Department
 School: Libby-Tozier School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	55	0	0	29	53	16	29	10	18	341	54	0	54	30	17	341	13586	2	62	30	7	344
Ethnicity																						
African American/Black	2										2						384	1	42	39	18	339
American Indian or Native Alaskan	0										0						113	2	50	42	5	343
Asian or Pacific Islander	0										0						203	1	60	31	8	344
Hispanic	1										1						158	1	52	36	11	342
Caucasian/White	52	0	0	28	54	14	27	10	19	341	51	0	55	27	18	341	12728	2	63	29	7	345
Not Reported	0										0						0					
Identified disability																						
Yes	10	0	0	1	10	1	10	8	80	327	9	0	11	11	78	328	2210	0	32	48	20	338
No	45	0	0	28	62	15	33	2	4	344	45	0	62	33	4	344	11376	2	68	26	4	346
Current LEP																						
Yes	0										0						348	1	36	45	19	339
No	55	0	0	29	53	16	29	10	18	341	54	0	54	30	17	341	13238	2	63	29	7	344
Economically disadvantaged																						
Yes	24	0	0	8	33	9	38	7	29	336	23	0	35	39	26	337	5450	1	49	39	11	341
No	31	0	0	21	68	7	23	3	10	344	31	0	68	23	10	344	8136	2	71	23	4	346
Migrant																						
Yes	0										0						5	0	80	20	0	343
No	55	0	0	29	53	16	29	10	18	341	54	0	54	30	17	341	13581	2	62	30	7	344
Gender																						
Female	26	0	0	16	62	8	31	2	8	343	26	0	62	31	8	343	6567	3	65	27	5	345
Male	29	0	0	13	45	8	28	8	28	338	28	0	46	29	25	339	7019	1	59	32	8	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	1										1						2004	0	37	49	14	339
No	54	0	0	29	54	16	30	9	17	341	53	0	55	30	15	341	11582	2	66	26	6	345
Gifted/talented program																						
Yes	0										0						125	11	87	2	0	355
No	55	0	0	29	53	16	29	10	18	341	54	0	54	30	17	341	13461	2	62	30	7	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 3
 SAU: Litchfield School Department
 School: Libby-Tozier School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	6	0	0	0	0	1	33	2	67	323	4	0	0	50	50	328	6	0	43	39	18	340
B. less than one hour	83	0	0	25	57	12	27	7	16	343	85	0	57	27	16	343	79	2	65	28	5	345
C. one to two hours	9	0	0	3	60	2	40	0	0	343	10	0	60	40	0	343	12	2	60	31	7	344
D. more than two hours	2	0	0	0	0	1	100	0	0	332	2	0	0	100	0	332	3	0	32	44	24	338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	26	0	0	6	43	7	50	1	7	340	27	0	43	50	7	340	29	3	62	28	7	345
B. They match some of what I have learned.	47	0	0	19	76	4	16	2	8	345	48	0	76	16	8	345	48	2	67	27	4	345
C. They match just a little of what I have learned.	17	0	0	2	22	3	33	4	44	336	15	0	25	38	38	338	15	1	56	34	9	343
D. There is no match.	9	0	0	1	20	2	40	2	40	337	10	0	20	40	40	337	8	0	44	40	16	340
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	47	0	0	16	64	5	20	4	16	344	48	0	64	20	16	344	42	3	67	24	6	346
B. good	45	0	0	12	50	10	42	2	8	341	46	0	50	42	8	341	46	1	62	32	5	344
C. fair	8	0	0	0	0	1	25	3	75	326	6	0	0	33	67	329	10	0	48	42	10	341
D. poor	0										0						2	0	30	43	28	336
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	25	0	0	4	31	6	46	3	23	336	23	0	33	50	17	338	22	1	48	38	12	341
B. about the same as my regular schoolwork	53	0	0	15	54	10	36	3	11	343	54	0	54	36	11	343	57	2	68	26	4	346
C. easier than my regular schoolwork	23	0	0	9	75	0	0	3	25	343	23	0	75	0	25	343	21	1	61	30	8	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	25	0	0	2	15	6	46	5	38	334	23	0	17	50	33	335	20	0	38	47	16	339
B. Most of the passages were about the same as what I normally read.	58	0	0	19	61	9	29	3	10	343	60	0	61	29	10	343	51	2	68	27	4	345
C. Most of the passages were easier than what I normally read.	17	0	0	7	78	1	11	1	11	346	17	0	78	11	11	346	29	3	69	23	6	346
How much time do you spend reading at home each day?																						
A. more than one hour	23	0	0	7	58	3	25	2	17	342	23	0	58	25	17	342	19	3	65	27	6	346
B. 20 minutes to an hour	38	0	0	11	55	6	30	3	15	342	38	0	55	30	15	342	47	2	68	25	5	346
C. less than 20 minutes	26	0	0	9	64	4	29	1	7	342	25	0	69	31	0	344	19	1	56	35	8	343
D. I rarely read at home.	13	0	0	1	14	3	43	3	43	336	13	0	14	43	43	336	14	0	47	40	12	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	23	0	0	3	25	6	50	3	25	338	24	0	25	50	25	338	28	1	56	33	9	343
B. six to ten pages	29	0	0	8	53	4	27	3	20	340	27	0	57	29	14	342	23	1	63	29	7	344
C. eleven or more pages	48	0	0	17	68	5	20	3	12	344	49	0	68	20	12	344	49	2	65	27	6	345
Optional school/SAU question																						
A.	50	0	0	0	0	1	100	0	0	336	100	0	0	100	0	336						
B.	0										0											
C.	50	0	0	0	0	0	0	1	100	314	0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 3
SAU: Litchfield School Department
School: Libby-Tozier School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	2	4	1	2	1295	9
	2006-2007			1	3	1985	14
	2007-2008			2	4	2277	17
	Cum. Total*			4	3	5557	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	22	40	16	37	6852	49
	2006-2007			14	38	6990	51
	2007-2008			22	41	6764	50
	Cum. Total*			52	39	20606	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	20	36	17	40	4081	29
	2006-2007			14	38	3673	27
	2007-2008			20	37	3504	26
	Cum. Total*			51	38	11258	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	11	20	9	21	1638	12
	2006-2007			8	22	1193	9
	2007-2008			10	19	1044	8
	Cum. Total*			27	20	3875	9

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	7.1	47.3	7.2	48.0	9.2	61.3
Cluster 2: Shape and Size	14	29	8.8	62.9	8.8	62.9	10.0	71.4
Cluster 3: Mathematical Decision Making	5	10	2.6	52.0	2.6	52.0	3.2	64.0
Cluster 4: Patterns	14	29	7.5	53.6	7.6	54.3	9.0	64.3

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 3
 SAU: Litchfield School Department
 School: Libby-Tozier School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	55	2	4	22	40	20	36	11	20	338	54	4	41	37	19	338	13589	17	50	26	8	347
Ethnicity																						
African American/Black	2										2						390	10	30	32	28	337
American Indian or Native Alaskan	0										0						113	7	45	38	10	342
Asian or Pacific Islander	0										0						204	18	48	25	9	347
Hispanic	1										1						159	6	50	31	13	342
Caucasian/White	52	2	4	20	38	20	38	10	19	338	51	4	39	39	18	338	12723	17	50	25	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	10	0	0	1	10	3	30	6	60	323	9	0	11	33	56	324	2208	6	35	37	21	338
No	45	2	4	21	47	17	38	5	11	341	45	4	47	38	11	341	11381	19	53	24	5	349
Current LEP																						
Yes	0										0						357	8	29	37	26	336
No	55	2	4	22	40	20	36	11	20	338	54	4	41	37	19	338	13232	17	50	25	7	348
Economically disadvantaged																						
Yes	24	1	4	8	33	5	21	10	42	332	23	4	35	22	39	333	5452	9	45	33	12	343
No	31	1	3	14	45	15	48	1	3	342	31	3	45	48	3	342	8137	22	53	21	4	350
Migrant																						
Yes	0										0						5	0	40	40	20	337
No	55	2	4	22	40	20	36	11	20	338	54	4	41	37	19	338	13584	17	50	26	8	347
Gender																						
Female	26	0	0	12	46	10	38	4	15	339	26	0	46	38	15	339	6565	15	49	27	8	347
Male	29	2	7	10	34	10	34	7	24	337	28	7	36	36	21	338	7024	18	50	24	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	1										1						2004	5	39	41	15	339
No	54	2	4	22	41	20	37	10	19	338	53	4	42	38	17	339	11585	19	52	23	6	349
Gifted/talented program																						
Yes	0										0						125	70	30	0	0	366
No	55	2	4	22	40	20	36	11	20	338	54	4	41	37	19	338	13464	16	50	26	8	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 3
 SAU: Litchfield School Department
 School: Libby-Tozier School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	6 83 9 2	0 2 0 0	0 5 0 0	0 19 2 0	0 43 40 0	0 18 2 0	0 41 40 0	3 5 1 1	100 11 20 100	311 340 336 324	4 85 10 2	0 5 0 0	0 43 40 0	0 41 40 0	100 11 20 100	312 340 336 324	6 79 12 3	9 18 16 7	40 52 48 26	33 24 27 37	18 6 8 29	340 348 347 335
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics? A. The questions on the test match what I have learned in mathematics class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	13 60 17 9	1 1 0 0	14 3 0 0	1 16 4 0	14 50 44 0	3 13 2 2	43 41 22 40	2 2 3 3	29 6 33 60	341 341 335 319	13 62 17 8	14 3 0 0	14 50 44 0	43 41 22 50	29 6 33 50	341 341 335 322	37 46 12 5	22 16 9 5	50 53 44 32	22 25 36 36	6 6 11 27	350 348 342 336
Which of the following best describes how you rate yourself as a student in mathematics? A. very good B. good C. fair D. poor	38 46 16 0	1 1 0 0	5 4 0 0	9 9 2 0	47 39 25 0	7 8 4 0	37 35 50 0	2 5 2 0	11 22 25 0	343 336 331 0	39 47 14 0	5 4 0 0	47 39 29 0	37 35 57 0	11 22 14 0	343 336 334 0	39 46 12 3	25 14 8 2	48 52 49 34	20 27 35 36	7 7 9 29	350 347 343 335
How hard was the mathematics part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	21 55 25	0 2 0	0 7 0	3 16 2	27 55 15	1 9 10	9 31 77	7 2 1	64 7 8	327 344 334	19 56 25	0 7 0	30 55 15	10 31 77	60 7 8	329 344 334	17 59 25	7 18 21	41 53 49	35 24 23	17 5 8	340 349 349
How often do you use hands-on materials in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	39 29 14 18	0 0 0 2	0 0 0 22	8 8 4 1	40 53 57 11	7 5 3 4	35 33 43 44	5 2 0 2	25 13 0 22	335 341 343 340	38 30 14 18	0 0 0 22	42 53 57 11	37 33 43 44	21 13 0 22	336 341 343 340	32 30 19 18	13 20 20 16	47 52 53 50	30 23 21 27	10 5 6 8	345 349 350 347
How often do you use calculators in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	11 11 17 60	0 0 0 2	0 0 0 6	0 1 8 12	0 17 89 38	5 3 1 11	83 50 11 34	1 2 0 7	17 33 0 22	332 331 344 339	12 12 17 60	0 0 0 6	0 17 89 39	83 50 11 35	17 33 0 19	332 331 344 340	7 18 28 47	5 15 21 17	34 50 53 50	40 27 21 25	20 8 4 7	338 346 350 347
On average, how many minutes a day do you spend working on mathematics in class? A. less than 30 minutes B. 30–45 minutes C. 45–60 minutes D. more than 60 minutes	23 45 23 9	0 1 1 0	0 4 8 0	4 13 2 2	33 54 17 40	6 7 4 3	50 29 33 60	2 3 5 0	17 13 42 0	335 341 332 344	21 46 23 10	0 4 8 0	36 54 17 40	55 29 33 60	9 13 42 0	337 341 332 344	16 30 32 22	8 14 22 20	42 53 51 49	36 26 22 23	13 7 5 7	342 347 350 349
Optional school/SAU question A. B. C. D.	50 0 50 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 1 1 1	100 100 100 100	324 0 308 0	100 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	100 100 100 100	324 0 308 0						